2000 PRESIDENT'S REPORT

Championing Student Success

PALM BEACH COMMUNITY COLLEGE

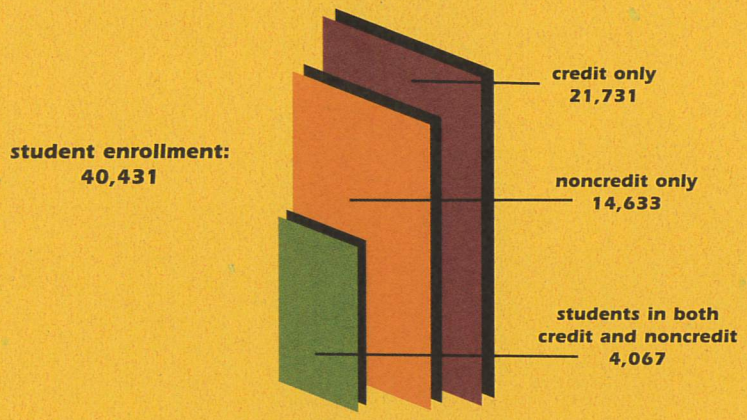
who we are

Palm Beach Community College, a comprehensive two-year institution with a rich history of achievement since 1933, is dedicated to serving the educational needs of the residents of Palm Beach County by providing the associate in arts, associate in science and associate in applied science degrees, professional certificates, workforce development and lifelong learning.

Mission:

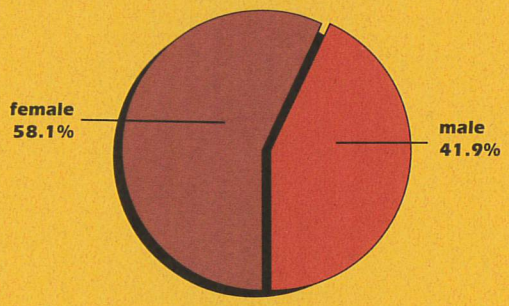
The mission of Palm Beach Community College is to provide an accessible and affordable education through a dedicated and knowledgeable faculty and staff, a responsive curriculum and a strong community partnership, which together will enable students to think critically, demonstrate leadership, develop ethical standards and compete effectively in the global workplace.

1999-2000 Enrollment by Categories

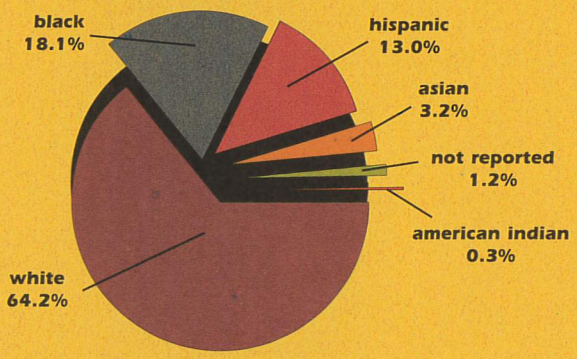


award-seeking students: 11,756
fall term 1999

GENDER



ETHNICITY



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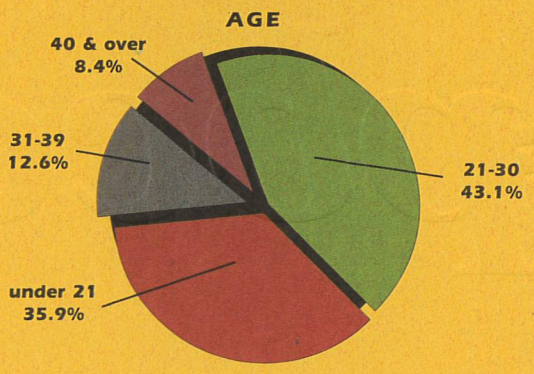

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The 2000 *Palm Beach Community College President's Report* provides highlights of events which marked the 1999-2000 academic year.

The 2000 *Palm Beach Community College President's Report* is produced by the Office of College Relations and Marketing, Palm Beach Community College, 4200 Congress Avenue, Lake Worth, Florida 33461-4796, (561) 439-8076.

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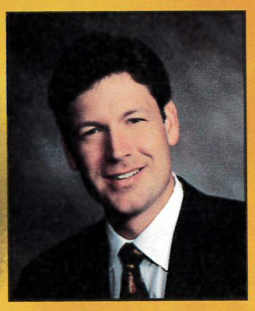

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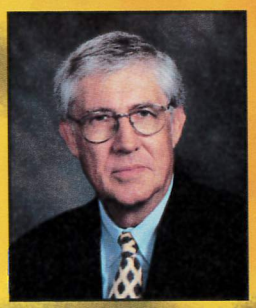
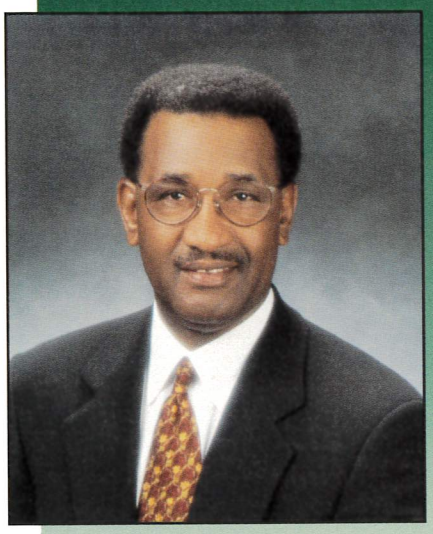


William B. Howden

from the president



Dennis P. Gallon, Ph.D.

The preparation of this report has given us the opportunity to reflect on the remarkable progress made during the last year by the College to meet the growing and emerging needs of the residents of Palm Beach County. To that end, we will share some of the highlights depicting how the College has continued its aggressive pace to improve the quality of service to students, business/industry, governments and not-for-profit agencies in our service area. The theme for this report, "Championing Student Success," could not be more fitting.

During the 1999-2000 academic year, Palm Beach Community College added about a dozen new positions to its cadre of dedicated faculty, expanded partnerships with business and other institutions/agencies, invested in creating a technological infrastructure to improve student access, Web-based instructions and College operations, completed major renovation/remodeling projects at all locations and implemented new instructional programs that are a part of our comprehensive mission.

Other positive indicators reflect how PBCC personnel have worked together to help students receive the top-notch education they will need to live prosperous, meaningful lives. Extremely gratifying is the fact that we ended the 20th Century with an eight percent full-time enrollment (FTE) increase in the fall term. Many of these new students are enrolled in associate degree programs, but a significant number are enrolled in Postsecondary Adult Vocational Programs (PSAV) that are being implemented at the College to provide skilled workers needed by business and industry in Palm Beach County. Based upon enrollment projections and our efforts at enrollment management, it is expected that student enrollment should continue to increase into the 21st Century.

The PBCC Foundation has been a College partner for many years. Last year we began laying the groundwork to implement a major gift campaign. This campaign will garner community support to help the College provide scholarships for needy students, increase child care and workforce training and undertake other critical education challenges facing our community.

These are exciting and challenging times to be a part of the education profession, and I take great pride in presenting some of PBCC's accomplishments and challenges that we will face in the future. So, I thank the trustees, faculty, administrators, staff, students and community supporters for helping Palm Beach Community College become an institution where you can "expect more."

Dennis P. Gallon

coming together to promote student success

Students are top priority at PBCC

Academic excellence and dynamic support services for students are what make PBCC one of the top 10 producers of associate degrees in the nation. Students are our first priority, the College's Strategic Plan states, and that priority drives everything we do.

"We have a nurturing and caring faculty and staff working through a multitude of programs and courses that meet student and community needs," said Sharon Sass, vice president of academic affairs. "Our support services include the Center for Personalized Instruction (an academic support center with numerous services), the library, the Career Center and our outreach programs."

With transfer degrees, career degrees, job training and continuing workforce education, PBCC is an integral part of the community.

"We respond to business and industry, the public schools and four-year colleges and universities," Dr. Sass said.

Sharon Sass

PBCC students are widely diverse in age, ethnicity and academic backgrounds. They are the best and the brightest, involved in Honors activities and student leadership. They are those who need remedial instruction to bring their skills up to the college level, and they are everybody in between.

"Because we have an open door policy, we work with everyone," Dr. Sass explained. "Our students have varying levels of skills and knowledge, and we help them to achieve success."

Championing student success requires cooperation between faculty and staff.

"We come together as a college," she said, "to help students succeed, whatever their goals are, and I think we do that very well."

PBCC is one of the top 10 producers of associates degrees in the nation

3 academic excellence highlights:

* Steven Konopacki, a foreign language professor, was honored because of a creative Web site he designed to help his students learn German and Spanish. Konopacki received the Innovative Excellence in Teaching, Learning and Technology Award at the Eleventh Annual Conference on College Teaching and Learning.

* Two members of the PBCC dental hygiene faculty, Judy McCauley and Nancy Zinser, were named winners of the 2000 Crest Dental Hygiene Teaching Excellence awards from the American Association of Dental Schools. AADS, with the sponsorship of Proctor & Gamble, selects only two award recipients each year.

(Clockwise from bottom) PBCC student Sherline Herold captured an eclipse with help from her instructors: John Berryman, Jon Saken and Lori Crane

Astronomy students earn international acclaim

The first time PBCC students and faculty "live loaded" an eclipse to the World Wide Web, they were shielded from gale force winds by steel containers on a volcanic plain. The connection was made via a cellular phone taped to a van. There were over 14,000 "hits" on their Web site during the eclipse.

That first "Solar Eclipse Expedition" February 26, 1998, on an island off the coast of Venezuela involved ten students and two faculty members, physical science instructors John Berryman and Jon Saken.

With the addition of Lori Crane, speech communications professor, teamwork, leadership and interpersonal communication became a part of the next two solar eclipse expeditions. Crane accompanied the science professors and their nine students to Balatonfured, Hungary in August, 1999. Part of the experience was handling the computerized equipment and the scientific aspects of the project, and part was staying in Hungarian homes and coping with culture shock and communication barriers.

PBCC students train for six months before embarking on an eclipse expedition. On location, two people upload the images to the Web while others handle a video camera, a 35-millimeter camera and the telescope. Four teams and a troubleshooter have three-and-a-half minutes to capture the eclipse. "You have no idea what's going to happen," Berryman said.

PBCC was the only community college student team to live-load an eclipse over the Internet. Their Web site, profjohn.com, got 1.4 million "hits" during the Hungary eclipse.

The eclipse in Yellowknife, Canada on July 30, 2000, split the group. One team of students broadcast the live-loaded eclipse to the 1.8 million Internet visitors they would have. The other group spoke to a national conference of physics teachers at the University of Guelph, also in Canada, as the conference participants watched the solar eclipse PBCC students were broadcasting.

Enrollment in astronomy classes has gone up 1,000 percent since the eclipse projects began, Dr. Saken said. "We wanted to get them out of their seats and out doing science."

"The students on the expeditions gain a sense they can do whatever they want," Berryman said. "It's a problem-solving, confidence-building experience."

Coming together to promote

PBCC astronomy student Sherline Herold

Student gains the confidence to reach for the stars

When PBCC student Sherline Herold was a little girl gazing up at the stars she liked so well, she never dreamed that she'd someday be one of a handful of the only community college students to live-load a solar eclipse to the Internet.

In fact, Herold had never seen an eclipse when she traveled to a remote area in Canada's Northwest Territory in July 2000. Her job was to operate the "CCD camera," the device whose computer chip grabs the picture and transmits it to the Web. With less than four minutes to capture the moving image, Herold was nervous and excited.

"Dr. Saken had to calm me down," she recalled. "Even though the process sounds complicated, he made it very simple for me."

Herold enrolled in PBCC two years after graduating from high school with aspirations to become a lawyer. She wasn't pleased to learn that some of her skills weren't at college level, but she accepted that and ended up in several interdisciplinary team teaching classes and later, an astronomy class. While she has grown intellectually, it's her personal growth she most appreciates.

"These teachers and their classes helped me come out of my shell," she said. "I'm not scared to approach people anymore. I found out I really love public speaking. Usually there's a major gap between students and teachers; that gap closed with these teachers. Being around them showed that I could succeed, too."

5 academic excellence highlights:

PBCC launched the Glades Initiative to improve services and increase educational access in the Glades community. This college-wide effort involves workforce, academic services and student services.

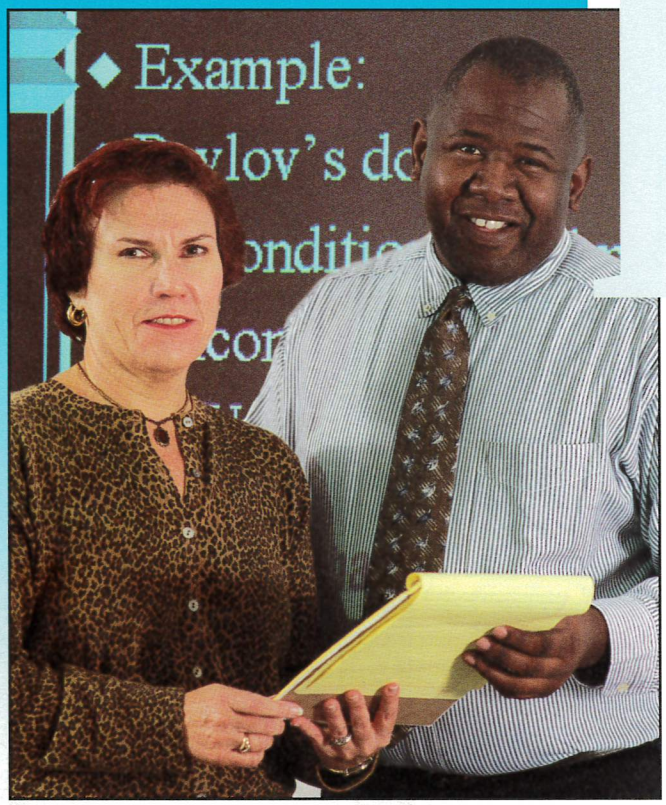
Three students at the Palm Beach Gardens location representing Phi Beta Lambda business fraternity earned top honors at the organization's state competition in Tampa. The winners include: Christine Werner, first place, accounting; Helen Scott, first place, business law; Gina Ashley, second place, business law.

Three PBCC students were named to the All-Florida Academic Team. Justin Pigot was selected for First-Team Honors. Second Team winners included Robert Grande and Sarah Spillane. The honorees were recognized for outstanding academic achievement, leadership abilities and community service.

Twelve PBCC students representing the Delta Epsilon Chi chapter of Distributive Education Clubs of America earned state honors at the 35th annual Career Development Conference.

championing student success

Humanities professors unite to champion student success



Lois Pasapane & David Duncan

PBCC English professors Lois Pasapane and David Duncan don't think of themselves as campus radicals or pioneers, but they are both.

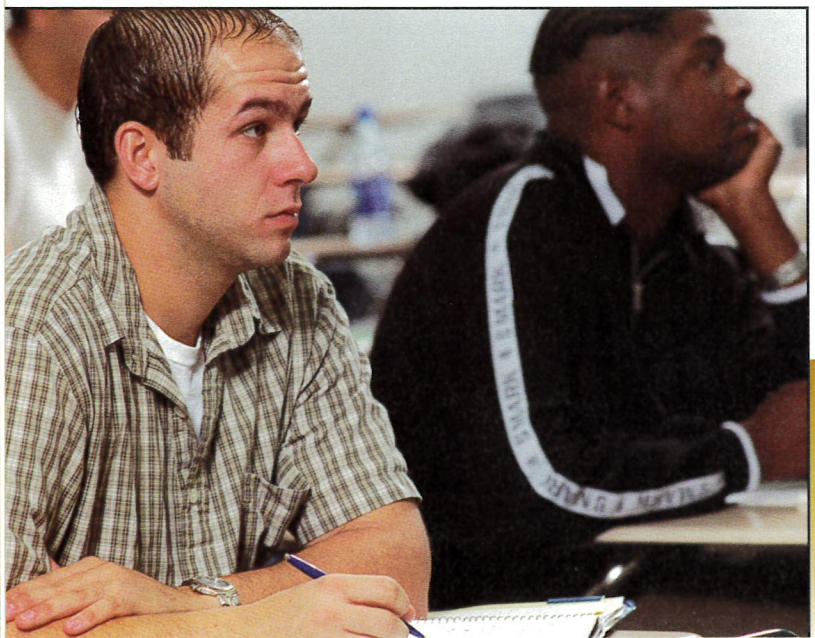
While learning how to teach to different learning styles they met PBCC instructors from many departments. Soon they were inviting other professors to speak to their classes.

"There were so many people with so many talents," Pasapane recalled. "It's been nice to share them and not teach in isolation."

A fellow campus radical/pioneer, Speech Communications Professor Lori Crane, also was excited about the possibilities of "interdisciplinary team teaching." She and Duncan have taught several speech/ English classes since then and another speech/English and electronic resources class with Douglas Cornwell, librarian and associate professor. Pasapane and Duncan taught English/reading during '99-2000 and now combine English with psychology.

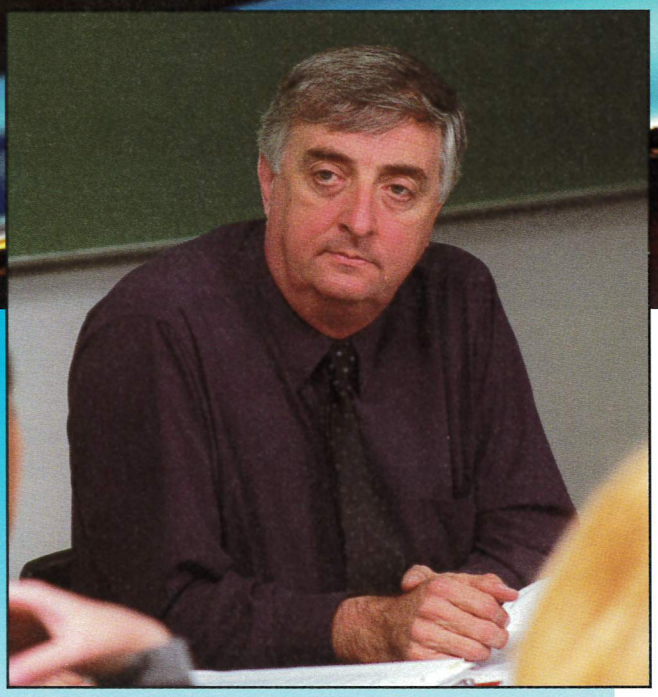
The same students who took the first courses are still with them. Known as "prep" students, or students who need college preparatory courses to bring their skills up to college level, they have become a "learning community." Formerly at risk for dropping out, they're able to participate in class discussions without hesitation and take other classes together as friends. Their instructors received enthusiastic support from the College.

"The atmosphere here helps us reach out to all resources: financial aid, the Career Center, the library, the registrar, etc., and lets students know that this is a community," Pasapane said.



Students thrive in classes taught by interdisciplinary teams.

"We're a community college and our students are the community,"



Joe Millas

PBCC cultivates community leaders with vision and integrity

Are two heads better than one? How about ten or twenty? Is more merrier?

Students who take PBCC's "Leadership Development" class would say "yes" to all three questions, provided the leaders are dedicated to team building and consensus. Through interactive lessons and classical and contemporary literature and film, they learn that true leaders articulate their visions and gain strength by empowering others.

Journaling that examines their past experiences helps them develop insight and clarity into their thought processes. By studying the actions of great leaders from history, they become aware of leadership qualities they wish to emulate. In team building and consensus group projects, they gain the experiences that will help them later on as community leaders.

"We're a community college and our students are the community," said Lori Crane, a speech communications professor who began team teaching the leadership class with colleague Joe Millas in 1999-2000. "They'll be teaching in our schools, serving on town councils, operating small businesses, working as managers for companies, etc."

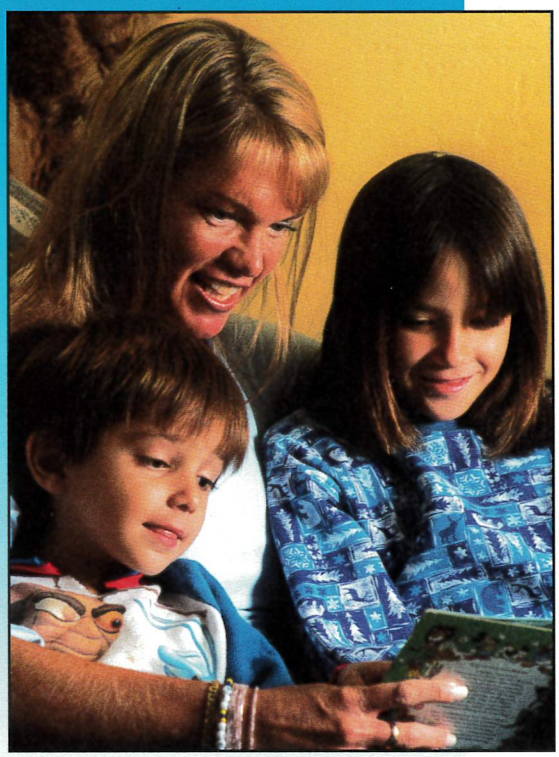
Perhaps the greatest eye-opening concept of the class focuses on empowerment, Crane and Millas said. Students read the Greek classic "Antigone," and then watch the modern film "Norma Rae." They see how both women stand up for their beliefs and empower others.

"That's an unusual concept for some of them, that you give away power to others to grow stronger," Millas said. "It's a sophisticated level of thinking. But once they grasp it, students look at life differently, and how they function as leaders and as human beings changes."

While the leadership class has been taught at PBCC since 1993, last year was the first time two instructors facilitated it. The textbooks and curriculum were developed by the honors society, Phi Theta Kappa (PTK), with a grant from the Kellogg Foundation.

Lori Crane

"There were so many people with so many talents. It's been nice to share them and not teach in isolation."



Catherine Washburn volunteers to read to community children.

"Various people bring different strengths to an organization. "The group process is more effective than a few individuals."

Leadership student discovers we're all in the same boat

Stranded on the ocean in a raft, Catherine Washburn had to choose which items she'd need and what actions she'd take to survive. Later, she joined a small group of survivors making the same choices. After that, she joined the entire class, who scored much higher in the raft scenario than any of the small groups or individuals. The exercise brought home a central truth, Washburn said.

"Various people bring different strengths to an organization," she said. "The group process is more effective than a few individuals."

The pre-med student took "Leadership Development" in the fall of '99 after being elected president of PBCC's Lake Worth chapter of Phi Theta Kappa, an honors society. She found that she could directly apply the skills she was learning in class to her leadership position in PTK, she said.

"I thought leadership was more of an individual thing. I began to involve as many people as possible in PTK activities," Washburn said. "I understood that it was not about me and 'I did this' and 'I changed that.'"

PTK's community service focus emphasized helping children in '99-2000. Washburn organized activities that included visiting children in hospitals on Halloween with treat bags and face painting, taking valentines to them on Valentine's Day, collecting clothing to recycle for Third World families through the Children's Rights Council of South Florida and "adopting" three families for Christmas headed by single moms who attend PBCC. PTK helped to tutor children through the service project "America Reads" and once celebrated Dr. Seuss' birthday with cake and books in a corner of a Target store.

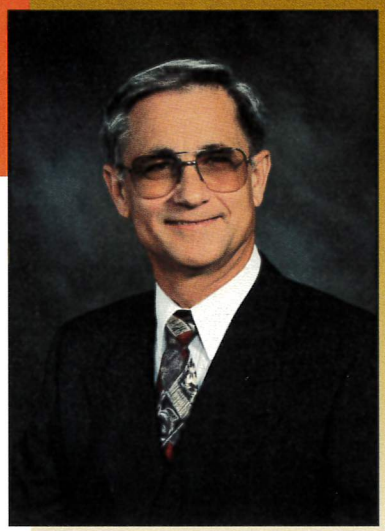
While biomedical engineering was once her avocation, Washburn is now considering pediatrics. She believes she will use the lessons from "Leadership Development" and PTK in every aspect of her life.

Class discussions analyzing what makes an effective leader made her realize that leaders "are not necessarily managers that do everything right," she said. "A leader does the right thing."

Honors activities flourished in '99-2000 with more Honors classes, field trips, forums and attendance at a national conference. New information and library sessions supported Honors activities and the Honors Web site went online.

championing student success

training skilled workers for high-demand jobs

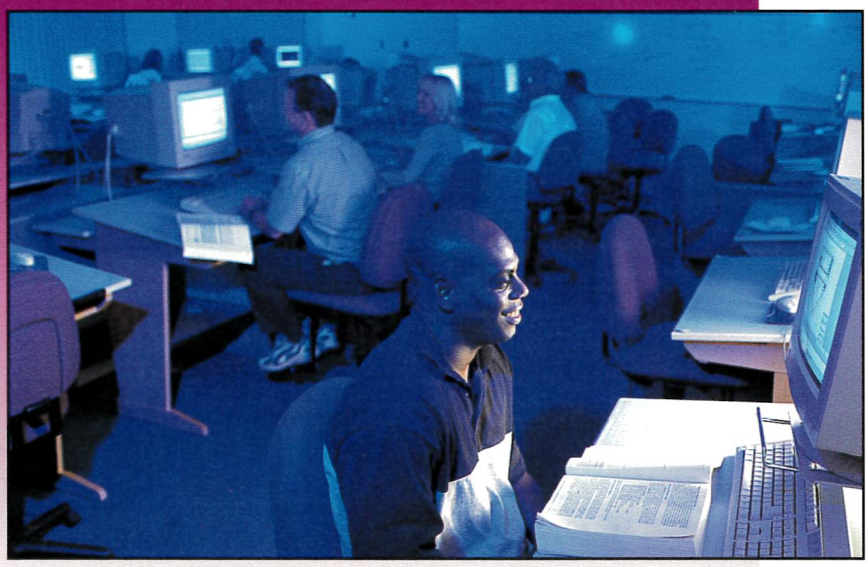


John Schmiederer

Workforce Development responds to community needs

Whether it's adding job preparatory programs, expanding training for high-tech fields or collaborating with business and industry to stay current, Workforce Development puts the community in Palm Beach Community College. Ninety-three percent of the workforce programs taught at PBCC are on the state targeted occupations list for high wage-high skill jobs, such as electronics, drafting and design, commercial art and trade apprenticeships in carpentry, masonry, plumbing and more.

Workforce development staff consult with business partnership councils chaired by industry to maintain "a very strong link," said John Schmiederer, PBCC's vice president for workforce development.



PBCC trains students in drafting & design.

"We're providing trained workers for the community and keeping our ears tuned to what's needed out there in the community," Schmiederer said.

PBCC's workforce programs train workers for jobs in 4-12 months, provide continuing education for those already working and teach vocational preparatory classes to help students with academics and basic job skills. The College also offers customized industry training, such as teaching medical coders at the Veterans Administration in Palm Beach County or giving an online course on basic level electricity for Bell South technicians.

Teaching the latest in technology is a key activity in workforce development. In 1999 PBCC was officially appointed a CISCO Regional Training Center to train "CISCO certified network administrators" and their teachers in computer hardware training for assembling, operating and repairing the routers used for computers to talk to each other.

When legislation changed the face of vocational education and permitted adult vocational programs previously taught by the school districts to be offered by community colleges, most did not leap into the fray. Only one, Palm Beach Community College, fully embraced the transfer of programs, phasing it in over a three-year period. PBCC transferred 12 more post-secondary adult vocational (PSAV) programs in 1999-2000 and by July 2001 will have added the entire package of 45.

The College has structured workforce programs to provide a seamless transfer of courses taken from high school vocational courses to the college PSAV certificate programs, and offers PSAV students advanced standing in associate degree programs.

"We've maintained a relationship with the school district that allows students to move through the stages without repetition," Schmiederer said. "Students are getting a good deal for their money. The old way was time consuming. It's critical to get people out in the workforce."

During '99-2000, the legislature also allocated half the funds needed for a $20 million workforce training center at PBCC to open in 2003. The center will house 17 PSAV programs, including some of PBCC's medical programs, environmental science technology, computer programs, law enforcement, automotive services and more.

It's critical to get people out in the workforce."

Workforce development highlights:

* PBCC joined with the Florida Institute of Government, Leadership Palm Beach County, Chamber of Commerce of the Palm Beaches and Chamber of Commerce of the Northern Palm Beaches to establish the Public Leadership Institute. The non-partisan institute seeks to identify, recruit and train people to be productive, effective public officials and leaders for advocating issues.

* PBCC created a training program for 911 dispatchers. The two month training includes police, fire-rescue and ambulance dispatching.

Dean Holcomb takes vocational students to the cutting edge

If Joan Holcomb had had any idea what was to come when she accepted the position as dean of career and technical education, she might have run the other way. But when the task of transitioning 45 new vocational programs from the school district to the College became her responsibility, Holcomb, her staff and the College "coped with the complexity and marshalled our forces not to let the community down," she said.

Vice President of Workforce Development John Schmiederer said Holcomb has gone beyond mere coping. "She's been the linchpin in all of it," he said.

Joan Holcomb

Career and Technical Education (CTE) staffers had to not only coordinate with the high school technology centers to make the transition happen, they had to change the college infrastructure in numerous ways. That involved "a lot of team building" and "endless meetings," Holcomb said. Just finding facilities, instructors and students for the new PSAV programs was a huge challenge at times.

Along the way, though, CTE kept student success in mind, by upgrading technology with state-of-the-art labs and seeking program accreditations so that students can take state and national certification exams. The staff established Vocational Preparatory Instruction to give academic support and teach "employability skills," mainstreamed vocational students into the College, worked to get the new programs eligible for financial aid and helped students to find jobs through PBCC's Career Center. They also responded to community requests to offer two new PSAV programs for telecommunications dispatchers and telecommunications linemen. PBCC became the sole child care training provider for adults in the county last year as well.

"We are the oldest public community college in Florida," Holcomb said, "yet this massive transition is an indication of how cutting edge we are. We've really been groundbreakers in this."

Holcomb said she reminds her energetic, dedicated staff that they are the ones with the opportunity to develop the system for this major college initiative.

"It's a very exciting time to be here," she said. "The community will look to us first as the place for any kind of training needed."

"We are the oldest community college, yet this massive transition is an indication of how cutting edge we are."

logging on and tuning in

Celeste Beck

Technological innovations help PBCC expand learning opportunities

The virtual classroom is a reality at Palm Beach Community College.

Distance learning took off in '99-2000 with established policies, guidelines and training for instructors and a coordinated Web site. Finally, all four PBCC locations had videoconferencing (live classes projected from one area to another), making it possible to offer a wider variety of classes to more people. Over 2,500 students and faculty used the WebCT course management system for online classes, and "threaded discussions" became an accepted way to interact with teachers and students.

Classroom participation actually increases with online classes, says Celeste Beck, provost of PBCC in Boca Raton and a recognized leader in distance learning.

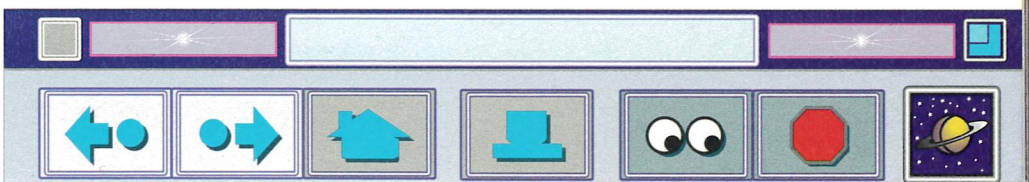
"We have more interaction in an online course than we do in the traditional classroom since students respond to their instructors and classmates in chat rooms, discussion boards and by e-mail," Dr. Beck said. "Students say they feel freer to express themselves online."

The greatest value of distance learning is the access it affords students who otherwise might not be able to take college classes or a given class at a specific time. "Course in a Box," a set of teaching videotapes plus occasional meetings with instructors, has been PBCC's "shining star" of distance learning, she said. Students love it, and some finish the entire course in as little as a month. The convenience and opportunity of online courses, videoconferencing and telecourses (classes through videotapes and/or television) combine access with success, and those, Dr. Beck said, go hand in hand.

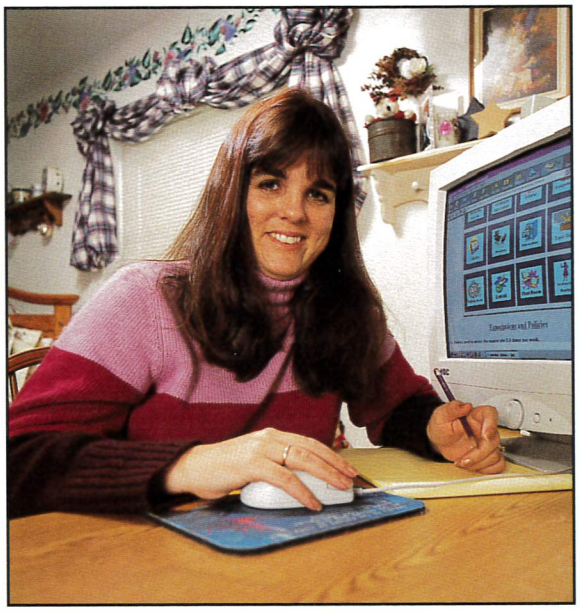
Jack Tinsley

Behind the scenes, Information Technology (IT) professionals facilitated the distance learning program and upgraded the physical and systems infrastructures. From replacing equipment in student computer labs to bolstering Internet connectivity so students could register online, IT accomplished a myriad of improvements. Computer additions for staff members allowed them to serve students more quickly, said Jack Tinsley, associate vice president for information technology.

"If our systems are slow, that has a negative impact on students," Tinsley explained. "High staff productivity sets the tone."



Young mother pursues career goals with Internet classes



Liz Petrocelli

When Liz Petrocelli taught pre-kindergarten, she fell in love with teaching. With a bachelor's degree in psychology, she'd still have to take education classes to be a certified teacher, but when? Her three young children needed her, too. Because of PBCC's Internet education classes, Petrocelli is a mother and an education student at the same time.

The learning process has been better for her than in other traditional college classes, she said.

"So many opinions are expressed that wouldn't otherwise be," she explained. "Pat Ott (her teacher) is very good about responding to the research students are citing on the bulletin board, telling us whether it's well grounded and factual. Reading it all may have helped me change my mind sometimes."

An Internet class is no easier nor less time consuming than a regular class, Petrocelli said. Ott's technical and academic support and feedback via e-mail and telephone has made "Introduction to Education" a very interesting class, she said.

"I think PBCC is on the forefront of technology. They're staying one step ahead, not one step behind."

Professor keeps close tabs on her Internet students

Writing, researching and discussing are what students do in Professor Pat Ott's education classes. They also get to see what other students are writing and saying, access their own grades at any time and receive rapid, personalized messages from their professor in response to their questions. They can research scholarly Web sites or log on to PBCC's library site to find the latest on educational topics--all from the comfort of their own homes.

Ott's three Internet courses for classroom teacher certification require constant changes and updates, but the self-professed "techie" revels in it.

"My students are quite active on the bulletin board, and we have some lively conversations," Ott said. "I get to know many more of my students through the Internet than I would teaching on campus. Communication is the critical factor in Internet courses. Students must have access to their instructor and to one another."

Professor Ott does teach one class in a physical classroom, but teaching online allows her to bring her wealth of knowledge and experience to many more students. Her class roster includes full-time workers, out-of-state pupils, mothers with small children and people changing careers. All share an enthusiasm for Ott's Internet classes.

Pat Ott

"Many go above and beyond their assignments," she said.

New technologies change the face of teaching

The 1999-2000 academic year was momentous for distance learning and technology at PBCC. Plans to make distance learning more cohesive across the College's four locations began to bear fruit.

Video conferencing courses are offered four nights a week with each location delivering a course to the other locations. "Course in a Box," a set of videotapes containing a college course, began to replace televised courses, jumping from one course offered to 12. More than 20 classes are offered online with plans to expand on the Web.

"We are pulling together as a team to have a collegewide approach," said Bill Buntin, coordinator of media services at PBCC in Lake Worth.

While distance learning is expanding at PBCC, technology also is making inroads into the face-to-face classrooms. Collegewide more "multi-media classrooms" went on line in '99-2000 with greater, more varied capabilities. Faculty are incorporating more technology into their teaching, encouraged by guidance from Media Services staff.

Willie Ford

Multimedia classrooms provide instructors ceiling-mounted data projectors for students to view and interact with PowerPoint presentations, Web sites and other software. Multimedia classroom computers have zip drives and CD-ROMS, and are being upgraded to include DVD's. Media Services staff train faculty on the use of multimedia equipment and assist them with Web page development, graphic design and audio presentations for the classroom and the Web. Media Services, in collaboration with IT, plan to develop a collegewide infrastructure to support streaming media in the future.

"We're here to support the faculty to express their teaching styles through multimedia," Willie Ford, coordinator of media services at PBCC in Boca Raton, said. "The students are really energized by this technology."

Ford said this new technology is changing instruction at PBCC to be more learner focused.

"Most of the multimedia classrooms are connected to the Web. It's not just books and transparencies anymore. Teachers are using Web visuals and bringing more electronic resource materials into the classroom," Buntin said. "Originally, only the highly visual courses like health, computer science and biology were taught in multimedia, but no longer. Instructors are using multimedia classrooms to teach foreign language, writing, astronomy and more."

The 1999-2000 academic year was momentous for distance learning and technology at PBCC.

The majority of distance learning students at PBCC are degree seekers with above average GPAs. Women outnumber men two to one, and distance learners are mostly 18-29 years old. PBCC had 720 distance learning course enrollments in Fall '99, and 781 in Spring 2000.

creating a new identity

PBCC attracts students with new marketing, outreach

Palm Beach Community College is no longer the best kept secret in town, thanks to an energized marketing campaign that began in 1999-2000.

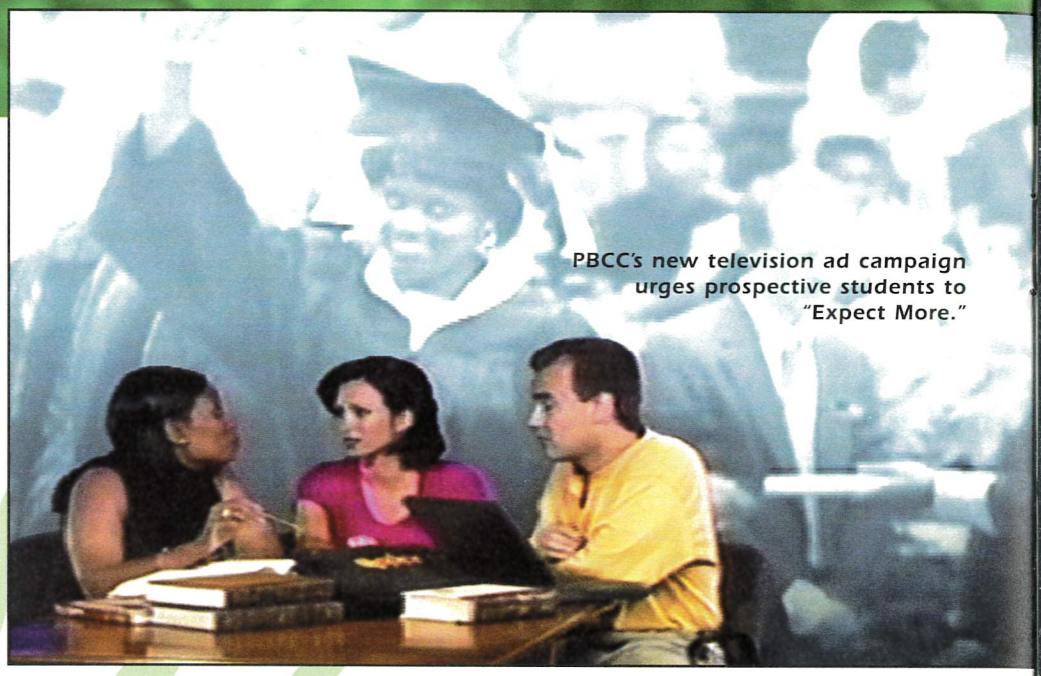
The campaign was the result of a communication audit that revealed some troubling facts: many people couldn't identify with PBCC and were not aware of the services and programs it provides.

"We also found out through focus groups that a lot of our own students could not name the College mascot, and very few knew a slogan that they could identify with PBCC," said Grace Truman, director of college relations and marketing. "We can't expect the public to recognize our brand if our students do not."

PBCC hired Green Advertising of Boca Raton to help launch the marketing campaign. It includes a new "Expect More" slogan, a new logo described as a swoosh or swash and a redesigned panther mascot. The campaign also includes new television, newspaper and radio ads, college messages in movie theaters and aerial banners at the beaches.

"Some people perceived the community college as a second choice. The message we want to convey is that we're a very viable, very intelligent first choice for a lot of people," Dr. Truman said.

With the campaign just starting to take off, its impact remains to be seen. However, enrollment figures are on the upswing after years of decline. "We've laid some very valuable groundwork, and we're starting to reap some benefits," Dr. Truman observed.



PBCC's new television ad campaign urges prospective students to "Expect More."

The marketing campaign is a major facet of the College's efforts to increase enrollment and retention. Faced with sagging enrollment, PBCC this year created the Enrollment Management Office to develop a comprehensive recruitment plan.

"We weren't reaching the places in the community to attract students in our programs," said Scott MacLachlan, dean of enrollment management.

MacLachlan said the decline in enrollment was due to several factors, including a lack of information about the College, negative perceptions about the quality of programs, a high level of competition and a lack of focus about the College's mission.

"I think we were not as proactive and our marketing and outreach services were not as they should be. We didn't have enough focus on retention and student success."

With the new marketing campaign and the development of new outreach programs and services, things are changing.

"There was not a general theme or look, and that made it very difficult for us to go out and promote the College. We felt the community would embrace us more if the College had an identifiable theme and identifiable look," said Robin Johnson, director of outreach services/recruitment. "We welcome the marketing campaign. We think it's a very positive step toward a new beginning with recruitment and outreach."

expect more.

one college.

New director helps bring consistency to marketing effort

Nothing gets past Grace Truman's eyes.

Since assuming leadership for PBCC's marketing in June 1999, Dr. Truman has overhauled the way the College presents itself. She focuses on the big picture--PBCC's overall image in the community--as well as the minutiae--letterhead, brochures, even parking decals and signage.

"Everything that says PBCC sends a message about the quality of the institution," she explained. "We want to make sure that message is positive."

Under her watch, College Relations and Marketing has developed new standards and guidelines for College communications. And all promotional pieces are reviewed before they leave the College to be sure they meet those guidelines.

Another change in PBCC's marketing reflects the "One College" focus advanced by President Dennis Gallon.

"Before, the College had a very fragmented approach to marketing," Dr. Truman noted. "Each location, each department did its own thing, which created confusion for the community and for students. What we had to do was show faculty, staff and administrators the benefits of speaking with one voice."

Some say Dr. Truman's professionalism has been a godsend for the College and has helped generate enthusiasm for where PBCC is headed.

"What Grace has done is truly give the marketing and the publications we're sending out a very professional look," said Celeste Beck, provost of PBCC at Boca Raton. "I think the new logo and the new marketing has raised our image and promoted a cohesive, united front. You don't have the same strength in numbers separately as you do when you market consistently."

Ken Ray, dean of educational services in Belle Glade, agrees. "The marketing campaign gives us a consistent focus in the community and strengthens the one college concept."

To help ease the transition, Dr. Truman created the Marketing Advisory Committee, which includes faculty, staff, administrators, students and community representatives. It ensures that all areas of the College are represented in the marketing plans and have an opportunity to provide input.

"The committee comes up with terrific ideas, and they work to keep the enthusiasm high for the marketing of the College," Dr. Truman said. "They recognize that it is not just one office's responsibility. Every person at PBCC has the power to build up or tear down the College's image."

Grace Truman

"Everything that says PBCC sends a message about the quality of the institution."

Ambassadors help spread good news about PBCC

Tariq Khan is an ambassador on a mission, and he doesn't have to step a foot on foreign soil.

His charge is to visit high schools in Palm Beach County, answering questions and spreading the word about Palm Beach Community College and its programs.

PBCC ambassadors give prospective students a campus tour.

"I think it works very well. They have a student recruiter that they can relate to and who is close to their age," said Khan, a PBCC sophomore.

The Student Ambassador program is one of several programs created this year to expand recruitment efforts and help increase student success, retention and graduation rates. The other programs include Peer Advisor, Bridge, Fast Break and Panther Track. PBCC also expanded the College Reach Out Program to serve students at more Palm Beach County high schools. These programs are necessary to help accomplish PBCC's goal of increasing enrollment by five percent a year for five years.

"Students feel more comfortable going to students who are close to their age. We thought it would be more effective to have students talking to students," said Robin Johnson, director of Outreach Services/Recruitment.

Each of the new programs targets different students. While the Ambassador Program works mostly with high school students, the peer advisors are PBCC students who advise their colleagues. The Bridge program aims to assist graduating high school seniors in completing college preparatory courses during the summer so that they can be ready for college-level courses in the fall.

Panther Track, which was piloted this year with 350 students, is an intervention program that helps students understand their academic weaknesses, limitations and barriers to success. The program is a partnership between Student Services and faculty teaching "Strategies for College Success", and it uses the Noel-Levitz College Student Inventory to help students identify problems they may have so that they can be addressed immediately. Panther Track helped raise retention by 15 percent and cumulative grade point averages by almost one full point in the pilot group.

Abraham Pierre-Louis said serving as a student ambassador has helped him just as much as the students. "I've learned more about PBCC. It also makes me feel good inside knowing that I'm helping others."

marketing highlights:

* PBCC initiated the message-on-hold telephone system to increase awareness of College programs and services.

* PBCC hired Green Advertising in Boca Raton to help improve the effectiveness and impact of College marketing programs.

"I've learned more about PBCC. It also makes me feel good inside knowing that I'm helping others."

preparing for another decade of excellence

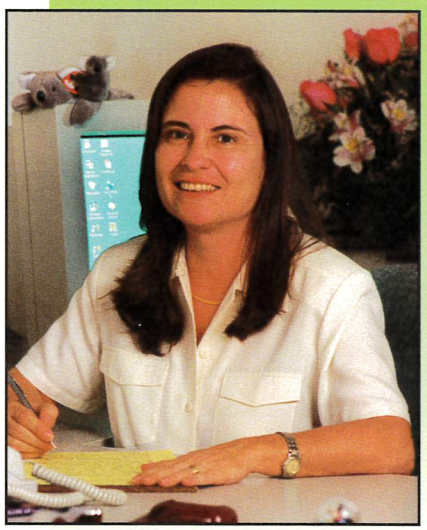
Committees drive reaccreditation efforts

Ana De Armas knows the value of teamwork.

As chair of PBCC's steering committee for the College's accreditation and affirmation process, she coordinates the work of 13 committees that include more than 140 faculty, staff, administrators and students.

The steering committee and its 12 principal committees have spent countless hours sifting through every aspect of PBCC, assessing the programs, policies and services against the rigorous criteria of the Southern Association of Colleges and Schools. They have detailed the findings in a self-study report that also describes how any problems or weaknesses will be addressed.

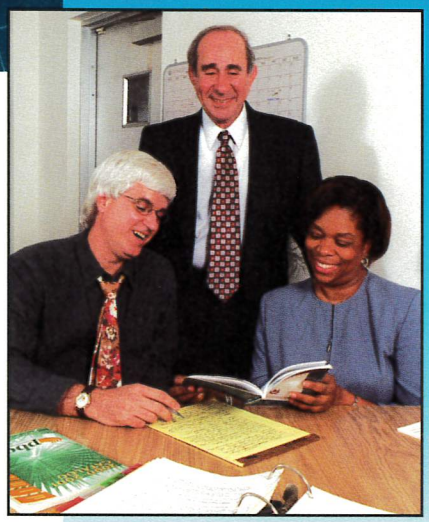
PBCC must undergo the self-study every 10 years to retain its accreditation, a status that validates the College and ensures student eligibility for federal financial aid. "It affirms the quality of the education our students receive. It gives our students' work and degrees meaning and power," said De Armas, a math professor who took a two-year break from the classroom to lead the process.



Ana De Armas

De Armas likened the process to self-reflection. "Self-study involves looking at where we've been, where we are and where we want to go for the next 10 years," she said. "We want to make sure no stone is unturned."

While critically important, it also can be a tedious process. And with so many people involved, it requires considerable planning, coordination and, some say, a whole lot of patience. "It's definitely a team effort. No one can do it alone," De Armas said.



SACS committee members David Nixon (left), Seymour Samuels and Idell McLaughlin review sections of the Self-Study Report.

The committees completed numerous drafts of their report sections and established a SACS office and Web site to keep everyone abreast of the process. The "SACS 6th Avenue" office, on the first floor of the Administration Building in Lake Worth, is stocked with resource materials and files. A visiting team of external evaluators will come to PBCC in 2001 to review the Self-Study and issue its recommendations.

De Armas works closely with Sharon Sass, vice-president of academic affairs, who serves as the self-study director. But the process is faculty-driven.

"They have dedicated hours of their time and energy to work on the self-study," Dr. Sass said. "I think for everyone involved it really broadened our knowledge of the College and really helped us to understand its role, its strengths and weaknesses and how we can work together to improve it."

SACS Facts

SACS's mission is to improve education in the South through accreditation.

- At the heart of accreditation is the premise that every institution must plan and evaluate and then use the results of evaluation to make changes that improve effectiveness
- SACS accredits more than 12,000 schools in 11 states of the southeastern U.S. and in Latin America.
- SACS is one of six regional accrediting organizations recognized by the U.S. Department of Education.

striving to improve

"The college system has been based on those who can come in, take notes and then report back to the teacher or take a test.

PBCC faculty, staff embrace new style of teaching and learning

Increasing student success is at the heart of PBCC's professional development initiative for faculty and staff. To that end, the College has introduced a new way of teaching that addresses various learning styles of students.

Instructors, students and administrators say The 4MAT System is effective because it gives all types of learners an opportunity to do well in class. 4MAT is an instructional method based on the recognition that students perceive and process information differently. It encourages and helps instructors to develop coursework and activities that play on the strengths of each type of learner.

Pat Johnson, microbiology professor (center), designs her curriculum to meet the different learning styles of her students.

"The college system has been based on those who can come in, take notes and then report back to the teacher or take a test. That's the way the system has worked and that's what we're trying to break out of," said Pat Johnson, an associate professor of micro-biology at PBCC.

Bernice McCarthy, the developer of 4MAT, has identified four learning styles: Innovative Learners, Analytical Learners, Common Sense Learners and Dynamic Learners.

"At the college level, we are experts in content, and it's assumed we're going to know how to teach," said Johnson, who redesigned her microbiology curriculum in the fall using 4MAT. "I have a master's degree in microbiology. I know that cold. But in terms of how a student processes information, I had no idea. So this has been great. It's really opened my eyes."

The 4MAT System is catching on at PBCC. Three faculty and two staff members are certified 4MAT trainers who train other faculty and staff. This not only saves the College money--it costs $350 per person when an external 4MAT trainer must be contracted--but it reinforces PBCC's commitment to training for faculty and staff and providing the best instruction possible for students.

Although it's not mandatory, all faculty and staff have been encouraged to participate in the training. So far more than 150 employees have completed the first level of the 4MAT training. About 36 have completed level II and nine have completed the third level - assessment.

"It's a teaching and learning awareness," said Nancy Gerken, manager of training and development. "To help the students be more successful, each quadrant should be included in the teaching process so students who learn in each quadrant will be successful."

"When you teach this way, it means you're not ignoring any one type of learner," said Magdala Ray, associate dean of communications and math and a 4MAT trainer at PBCC.

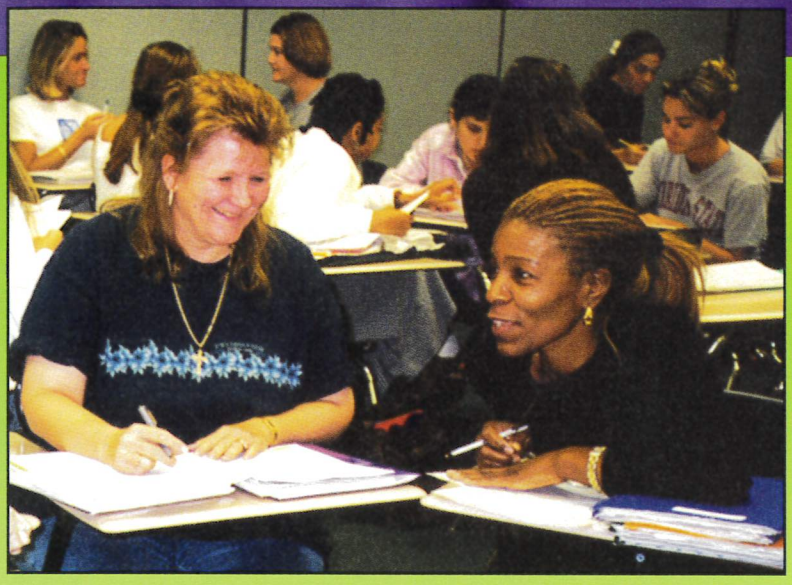
Gerken said 4MAT is not limited to teaching and learning in the classroom. Staff members have taken the training to help them better perform their jobs and communicate more effectively with their co-workers.

"Professional development is a work in progress for everybody. As stated in our mission statement, we pledge to have a knowledgeable faculty and staff, which in turn helps the students," Gerken said.

* **Dawn Gibson-Brehon, manager of the Duncan Theatre at PBCC in Lake Worth, received the African-American Achievers Award. Gibson-Brehon, who won in the arts category, was one of eight honorees from South Florida to receive the award. It was presented by JM Family Enterprises to recognize community leaders for their outstanding contributions toward enriching the quality of life in South Florida.**

professional development highlights:

That's the way the system has worked and that's what we're trying to break out of."



PBCC students Gisele Jurgensen (left) and Jemma Waldron work together on a microbiology project.

Students say 4MAT System helps them in class

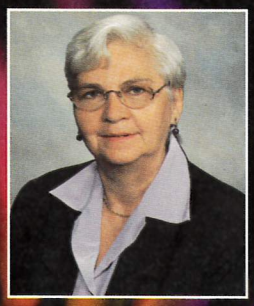
Pat Johnson surveyed 79 students in her microbiology classes after she redesigned her curriculum around The 4MAT System. Rather than a straight lecture, she works to involve students more in the learning process. For example, students will list and discuss how they protect their homes and possessions before there is any mention of how that discussion relates to the study of the immune system. Students also create visuals that reflect different types of defenses.

Eighty percent said 4MAT contributes to their learning while about 5 percent said it does not. Ten percent were undecided. The majority of students also said that 4MAT is more effective than traditional methods of teaching and makes the material more understandable. There also was a consensus that breaking the lecture up with activities helps their understanding of the subject matter. Students also reported that connecting personal experience at the beginning of the lesson is helpful.

While grades have improved in the class, Johnson said she doesn't use that to judge the effectiveness of 4MAT.

"The climate in the classroom is totally different. The students are more engaged. You're working with the students and not at them," Johnson said. "I'm seeing more learning going on in the classroom."

Endowed Chairs:

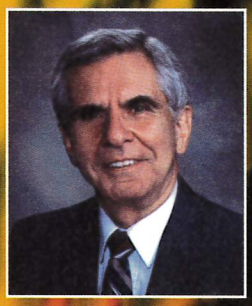


Carol Alexander, associate professor of nursing, Forrest H. Lattner Chair

Jay Domnitch, associate professor of mathematics, Glades Chair

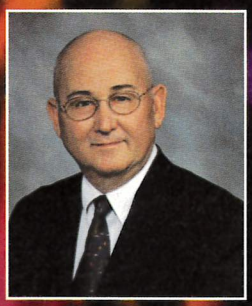
Karen Gattozzi, professor of business, Sensormatic Chair

Robert Jones, associate professor of music, Sunfest Chair



John Murphy, professor of business, Motorola Chair

Barbara Scheffer, professor of legal assisting, George and Wilma Elmore Chair



Patrick Slatery, associate professor of art, Edward M. Eissey Chair

Susan Thompson, associate professor of business, Palm Beach Kennel Club Chair

* Countess Henrietta de Hoernle, a longtime PBCC supporter, generously donated $250,000 to support programs and services at the College's student housing complex in Lake Worth. The complex was renamed The Count de Hoernle Student Village in honor of the Countess' late husband. At the dedication ceremony, the Countess also pledged $100,000 for a matching grant for the Count de Hoernle Student Village.

▪ PBCC President Dennis Gallon (left) and Chuck Schumacher (right) present the keys to a new car to Dennis Grady, who hit a hole in one during the first college-wide golf tournament held at PGA National on the famous Haig and Champion courses. The tournament, chaired by Gordon Gaster, netted approximately $50,000 for the Center for Early Learning in Palm Beach Gardens and for athletic and general scholarships.

building our resources

PBCC Foundation launches grants and alumni initiatives

Not too long ago, when it came to applying for grants, everyone was doing their own thing at Palm Beach Community College. Campuses and departments often sought grants on their own and sometimes didn't pool resources.

But things changed this year when the PBCC Foundation created the Office of Grants and Alumni Relations and named Tammy Greer to run it.

"We needed a coordinated effort for finding grants for the College," said William Jenner, CEO of the foundation. "We needed a lot of emphasis on where grants were and the best way to get them."

Greer moved from Students Services to start the office in the fall. She focuses on public grants, while Joanne Wilson, the foundation's new director of development, works on grants and donations from the private sector. The College has developed procedures for grant writing and development that provide a better tracking system.

The foundation team guided and assisted with applications for nearly $6 million in public and private grants this year and the College was awarded over $3 million. On average one out of every two proposals was funded.

Steering the foundation are William Jenner (left), Joanne Wilson and Tammy Greer

In addition to coordinating grants, Greer also is building an organized program, a first for the College, to facilitate alumni outreach. She has identified more than 37,000 alumni and developed a database.

"Here is a funding opportunity, plus a communications opportunity and a marketing opportunity," Jenner said. "They can be sales people for the College. They also can contribute to the College and give back to the College."

Jenner said he's pleased with the work of the Grants and Alumni Relations Office. "It's very, very successful. We've had good coordination with the campuses, and everyone understands the process."

Foundation Donors 1999-2000

$500,000 and above
Countess Henrietta de Hoernle

$250,000 - $499,999
Floyd F. Koch
PBCC District Board of Trustees

$100,000 - $249,999
Quantum Foundation, Inc..
SAVES Educational Foundation
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$50,000 - $99,999
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Donna Marie Bass
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Hyatt Brown
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Robert G. Buelow
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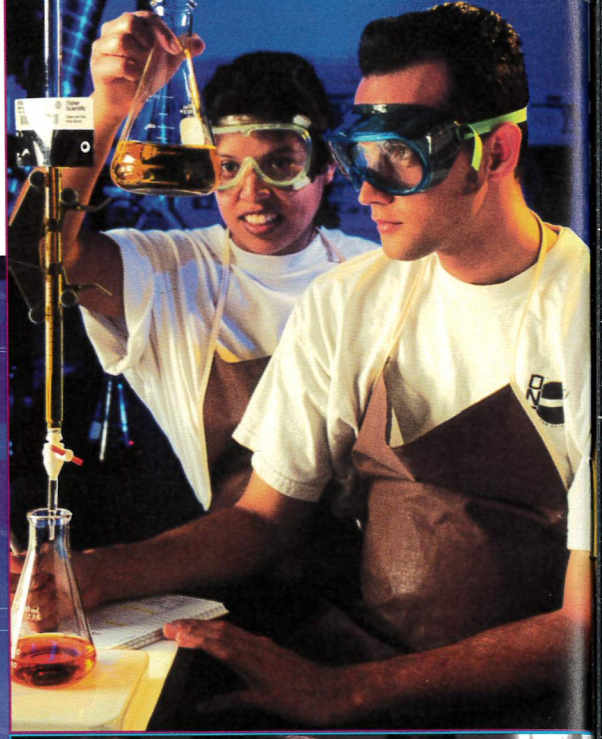

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- Nursing
- Office Systems Technology
- Professional Pilot

A.S. DEGREE PROGRAMS

- Accounting Technology
- Child Development and Education
- Computer Information Systems Analysis
- Criminal Justice
- Dental Hygiene
- Dietetic Technician
- Emergency Medical Service
- Film, TV and Video Production
- Fire Science
- Interior Design
- Legal Assisting
- Marketing Management
- Office Systems Technology
- Occupational Therapy
- Ornamental Horticulture
- Professional Pilot
- Radiography
- Respiratory Care
- Theater and Entertainment Technology

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- Commercial Vehicle Driving
- Cosmetology
- Criminal Justice
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